



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Latin and Greek in American Education, with Symposia on the Value of Humanistic Studies. Edited by FRANCIS W. KELSEY. Pp. x+396. \$1.50.

This volume is one of the University of Michigan publications, and, as its title indicates, belongs to the series of Humanistic Papers. The first three chapters, which discuss, respectively, "The Present Position of Latin and Greek," "The Value of Latin and Greek as Educational Instruments," and "Latin and Greek in Our Courses of Study," are by the editor, being the outgrowth of an address which had been delivered at the University of Kansas. The essay in chap. iv, by Professor R. M. Wenley, on "The Nature of Culture Studies," and the numerous papers and discussions of the seven symposia which follow "were prepared for the meetings of the Michigan Classical Conference and were presented on the program of the Conference or of the Michigan Schoolmasters' Club." All of the papers of the volume have been previously published in the *School Review* or the *Educational Review*.

The plan of holding the symposia in the interests of classical study was a most happy one, and the papers presented show how successfully the plan was carried out. As was to be expected, the demand for the reprint of the papers was great, and Professor Kelsey, to whom, it may be presumed, much of the success of the symposia was due has done well to bring together in a permanent form the various articles and discussions, along with his own valuable essays. There was urgent need of such a volume. We should have to go back two score or more years to the time of Dr. Samuel H. Taylor's book on *Classical Study* to find a volume of similar importance on this subject.

In the volume before us we have brought together the views of thirty-one gentlemen who are eminent in practical affairs or in their respective professions of medicine, engineering, law, theology, teaching; and all, with scarcely an exception, agree in emphasizing the value of Latin and Greek as studies preparatory to their several callings. Space will not admit of enumerating the titles of the various papers read, nor even the names of the authors. The importance of the question concerning classical study is brought vividly before us when we find the discussions were engaged in by men of so great eminence, among whom, not to mention others, were Presidents Angell and MacKenzie, Dr. Victor C. Vaughan, Hugh Black, James Bryce, James Loeb, Hon. John W. Foster, Professors Rand, Sadler, and Shorey.

The arguments presented in defense of Latin and Greek are such as are suited to the present conditions of the question. All the papers are marked by a clearness and terseness of style and accuracy of statement that were to be expected in the productions of scholars who had been trained in the ancient languages. The effect of such training is also seen in the evident care with which the papers have been revised for the press.

It is interesting to note that, notwithstanding the objections presented by some psychologists, the disciplinary value of the study of Latin and Greek

has not been passed by in the papers. The new education has now been on trial long enough to enable one to form some judgment of its comparative merits. Striking tables of statistics, recently prepared in several colleges, show rather clearly the superiority, in all departments of study, of students who have been trained in both of the ancient languages, and give support to the observation made by Professor Barrett Wendell a few years since, when he wrote: "What kind of education makes people most frequently efficient for general purposes? Honestly answering this, though I am myself a professor of a radical and practical subject, I am bound to say that purely practical considerations go far to justify the old system of classics and mathematics, in comparison with anything newer." The statistics just referred to might be profitably placed by the side of some of the views quoted by Mr. Wiley in his interesting paper.

Although the scope of these papers is a wide one, there are certain phases of the subject, touched upon briefly by some of the speakers, which might profitably be treated more at length in formal symposia. Some critics of late have called attention to the need in America of a literature of the first rank, a statesmanship of the first rank, and a scholarship of the first rank. Perhaps the University of Michigan will arrange symposia in which shall be discussed the relation of the humanities to these important features of our national life.

The volume reviewed appears at a very opportune time. There are abroad indications that we may hope for a revival of interest in humanistic studies. Among these indications is the widespread dissatisfaction felt by thinking men with the results of an unrestricted elective system and with a scheme of education which would lead the pupil along the lines of least resistance. As the editor of the *Springfield Republican* in a recent editorial on "Greek at Oxford" said: "There was never a time when Greek was more needed than now." The numerous classical associations that have been formed in recent years must, sooner or later, secure a revision of the courses of study in college and secondary school. There is an increasing number of educators who utter the wish of Goethe: "Möge das Studium der griechischen und römischen Literatur die Basis der höheren Bildung bleiben."

May this volume have the wide circulation it deserves, and be an efficient means of restoring to humanistic studies something of their former prestige.

JOHN H. HEWITT

WILLIAMS COLLEGE

Two Latin Plays for High-School Students. By SUSAN PAXSON,
Instructor in Latin in the Omaha High School. BOSTON:
Ginn & Co., 1911.

The observant classical teacher recognizes that the extended application of the principle of election in secondary schools and the continual pressing